

Annie Burnside Elementary

7300 Patterson Rd.
Columbia, S. C. 29209

Grades	K-5 Elementary School	
Enrollment	225 Students	
Principal	Dr. Felecia Butler	803-783-5530
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	51	76	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Below Average	Below Average	Yes

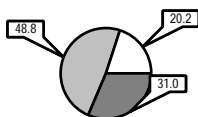
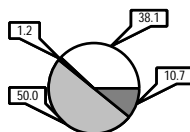
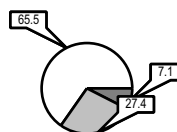
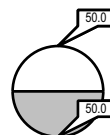
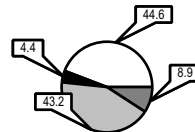
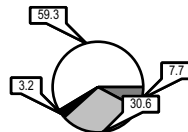
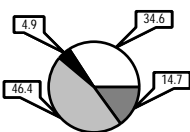
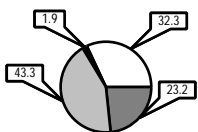
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	101	98.0	18.3	50.0	31.7	0.0	42.7	Yes	Yes
Gender									
Male	51	98.0	14.6	56.1	29.3	0.0	43.9		
Female	50	98.0	22.0	43.9	34.1	0.0	41.5		
Racial/Ethnic Group									
White	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	96	97.9	19.5	49.4	31.2	0.0	42.9	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	78	100.0	18.8	45.3	35.9	0.0	48.4		
Disabled	23	91.3	16.7	66.7	16.7	0.0	22.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	101	98.0	18.3	50.0	31.7	0.0	42.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	101	98.0	18.3	50.0	31.7	0.0	42.7		
Socio-Economic Status									
Subsidized meals	84	98.8	17.1	51.4	31.4	0.0	44.3	Yes	Yes
Full-pay meals	17	94.1	25.0	41.7	33.3	0.0	33.3		

Mathematics – State Performance Objective = 36.7%									
All Students	101	98.0	36.6	51.2	11.0	1.2	23.2	Yes	Yes
Gender									
Male	51	98.0	36.6	51.2	9.8	2.4	26.8		
Female	50	98.0	36.6	51.2	12.2	0.0	19.5		
Racial/Ethnic Group									
White	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	96	97.9	36.4	51.9	10.4	1.3	23.4	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	78	100.0	29.7	56.3	12.5	1.6	26.6		
Disabled	23	91.3	61.1	33.3	5.6	0.0	11.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	101	98.0	36.6	51.2	11.0	1.2	23.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	101	98.0	36.6	51.2	11.0	1.2	23.2		
Socio-Economic Status									
Subsidized meals	84	98.8	32.9	55.7	10.0	1.4	22.9	Yes	Yes
Full-pay meals	17	94.1	58.3	25.0	16.7	0.0	25.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	101	98.0	64.6	28.0	7.3	0.0	7.3
Gender							
Male	51	98.0	63.4	26.8	9.8	0.0	9.8
Female	50	98.0	65.9	29.3	4.9	0.0	4.9
Racial/Ethnic Group							
White	4	100.0	I/S	I/S	I/S	I/S	I/S
African American	96	97.9	66.2	28.6	5.2	0.0	5.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	78	100.0	59.4	31.3	9.4	0.0	9.4
Disabled	23	91.3	83.3	16.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	101	98.0	64.6	28.0	7.3	0.0	7.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	101	98.0	64.6	28.0	7.3	0.0	7.3
Socio-Economic Status							
Subsidized meals	84	98.8	65.7	25.7	8.6	0.0	8.6
Full-pay meals	17	94.1	58.3	41.7	0.0	0.0	0.0

Social Studies							
All Students	101	98.0	48.8	51.2	0.0	0.0	0.0
Gender							
Male	51	98.0	46.3	53.7	0.0	0.0	0.0
Female	50	98.0	51.2	48.8	0.0	0.0	0.0
Racial/Ethnic Group							
White	4	100.0	I/S	I/S	I/S	I/S	I/S
African American	96	97.9	49.4	50.6	0.0	0.0	0.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	78	100.0	42.2	57.8	0.0	0.0	0.0
Disabled	23	91.3	72.2	27.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	101	98.0	48.8	51.2	0.0	0.0	0.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	101	98.0	48.8	51.2	0.0	0.0	0.0
Socio-Economic Status							
Subsidized meals	84	98.8	48.6	51.4	0.0	0.0	0.0
Full-pay meals	17	94.1	50.0	50.0	0.0	0.0	0.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	25	100.0	18.2	45.5	36.4	N/A	36.4
	4	33	100.0	21.4	46.4	32.1	N/A	32.1
	5	47	100.0	35.6	64.4	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	34	100.0	13.8	31.0	55.2	0.0	55.2
	4	30	100.0	20.0	64.0	16.0	0.0	16.0
	5	37	94.6	20.8	54.2	25.0	0.0	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	25	100.0	40.9	59.1	N/A	N/A	N/A
	4	33	100.0	28.6	46.4	25.0	N/A	25.0
	5	47	100.0	48.9	48.9	2.2	N/A	2.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	34	100.0	44.8	51.7	3.4	0.0	3.4
	4	30	100.0	40.0	48.0	12.0	0.0	12.0
	5	37	94.6	16.7	58.3	20.8	4.2	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	34	100.0	62.1	34.5	3.4	0.0	3.4
	4	30	100.0	64.0	36.0	0.0	0.0	0.0
	5	37	94.6	66.7	12.5	20.8	0.0	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	34	100.0	51.7	48.3	0.0	0.0	0.0
	4	30	100.0	36.0	64.0	0.0	0.0	0.0
	5	37	94.6	50.0	50.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 225)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.7%	Down from 3.4%	3.9%	3.0%
Attendance rate	95.4%	No change	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.1%	Up from 1.9%	5.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%	Up from 1.0%	4.7%	3.2%
Eligible for gifted and talented	7.9%	Up from 7.6%	5.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.7%	Down from 7.7%	7.7%	8.2%
Older than usual for grade	1.3%	Down from 2.6%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.0%	Up from 1.3%	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	25.0%	Down from 39.1%	50.0%	52.6%
Continuing contract teachers	58.3%	Down from 82.6%	77.4%	83.3%
Highly qualified teachers	85.7%	Down from 94.7%	92.4%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.3%	0.0%
Teachers returning from previous year	83.4%	No change	83.5%	87.0%
Teacher attendance rate	95.0%	Up from 93.6%	94.9%	95.0%
Average teacher salary	\$40,712	Up 0.2%	\$40,408	\$41,703
Prof. development days/teacher	10.0 days	Down from 14.2 days	12.8 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Down from 16.4 to 1	16.9 to 1	18.8 to 1
Prime instructional time	88.5%	Up from 87.6%	89.2%	89.8%
Dollars spent per pupil*	\$8,423	Up 2.2%	\$7,138	\$6,242
Percent of expenditures for teacher salaries*	72.7%	Up from 66.5%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 92.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Throughout the year, we operated with the belief that "This is the year we soar." To accomplish this goal, innovative and best practices led the way at Annie Burnside Elementary School, as the faculty and staff worked to accomplish the school's mission: to empower each student to achieve his/her maximum level of intellectual and social development within a safe and nurturing environment.

We placed special emphasis on prevention by serving eight first-graders in Reading Recovery and an additional 24 first-, second-, third- and fourth-graders in Early Success and Soar To Success. Our child development and kindergarten teachers embraced the instructional practices of the High Scope Program and participated in the first of three years of training to properly implement the program. For the first time, we operated our science lab with a lab teacher and became one of seven elementary schools in the district to implement the 100 Book Challenge Program in the intermediate grades to encourage students to become ravenous readers. Many students met and exceeded our target reading goals, and we celebrated with them. We became the first elementary school in our district to organize a BETA Club for our high-achieving fifth-graders. The fine arts programs offered many opportunities for student expression and performances. We believe these new efforts, combined with our continued commitment to regular grade-level meetings, Standards in Practice meetings, ongoing professional development and rigorous student work, will result in increases in students' academic performance.

We warmly accepted the support of business partners, mentors and volunteers. The National Bank of South Carolina employees became mentors to 15 students and visited weekly to encourage good academic performance and good behavior. Trinity Presbyterian Church donated seven stringed instruments in support of our strings program and gave financial support to the BETA Club.

We celebrated the following outstanding achievements of our teachers and students: one teacher achieved National Board Certification, one teacher and one class of students were winners in the district's Visual Literacy Program, one student placed third in the state in the BETA Club Spelling competition and four students' poems were published in Creative Communication Poetry and Essay.

As we continue to strive for academic excellence, the meaningful involvement of parents in their children's education continues to be a challenge. While we appreciate those parents who have made education a priority in their homes, we need ALL parents to unite with the school's effort to help ALL students achieve at their highest level.

Dr. Felicia Butler, Principal
Mrs. Paulette Jordan, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	28	19
Percent satisfied with learning environment	96.0%	81.5%	100.0%
Percent satisfied with social and physical environment	100.0%	78.6%	89.5%
Percent satisfied with school-home relations	62.5%	96.3%	81.3%

*Only students at the highest elementary school grade level at this school and their parents were included.